

Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts* and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at:
<http://www.dese.mo.gov/divspeced/SPPpage.html>.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the LEAs directly to DESE.

*The word "district" includes responsible public agencies such as local school districts, charter schools and state operated programs.

Questions? Please contact the Division of Special Education - Data Coordination at 573-526-0299 or webrepliespedc@dese.mo.gov.

SPP Targets and District Status

| SPP Indicator* | State Data 2007-08 | Target 2007-08 | Target 2010-11 |
|--|-----------------------|-------------------|---------------------|
| Early Childhood Special Education Data | | | |
| Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12) | 97.38% | Not Met | = 100.00% = 100.00% |
| Child Count and Educational Environment Data | | | |
| Percent of children with IEPs inside regular class at least 80% of the day (SPP 5a) | 58.39% | Not Met | ≥ 59.00% ≥ 60.50% |
| Percent of children with IEPs inside regular class less than 40% of the day (SPP 5b) | 9.99% | Met | ≤ 10.80% ≤ 10.50% |
| Percent of children with IEPs served in separate settings (SPP 5c) | 3.64% | Not Met | ≤ 3.40% ≤ 3.20% |
| Was district identified as having disproportionally of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10) | NA | | |
| Assessment Data | | | |
| Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - (SPP 3b) | 99.64% | Met | ≥ 95.00% = 100.00% |
| Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3b) | 99.57% | Met | ≥ 95.00% = 100.00% |
| Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3c) | 19.03% | Not Met | ≥ 51.00% ≥ 75.50% |
| Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3c) | 22.64% | Not Met | ≥ 45.00% ≥ 72.50% |
| Evaluation Data | | | |
| Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11) | 96.53% | Not Met | = 100.00% 100.00% |
| Parent Survey Data | | | |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8) | 72.18% | Not Met | ≥ 72.50% ≥ 80.00% |
| Suspension/Expulsion Data | | | |
| Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4a) | NA | | |
| Secondary Transition Data | | | |
| Graduation rate for students with disabilities (SPP 1) | 76.66% | Met | ≥ 75.00% ≥ 78.50% |
| Dropout rate for students with disabilities (SPP2) | 4.45% | Not Met | ≤ 4.30% ≤ 3.80% |
| Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13) | 82.50% | Not Met | = 100.00% = 100.00% |
| Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school (SPP 14) | 79.96% | Met | ≥ 74.00% ≥ 75.50% |

*Only those indicators for which data are available and/or targets have been established are included in this summary.

Early Childhood Special Education (ECSE) Data

Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

| Total Early Childhood 3-pK5 | | |
|-----------------------------|-------------|--------------------|
| | Child Count | Participation Rate |
| 2007-08 | 11,315 | 6.06% |
| 2006-07 | 10,873 | 5.82% |
| 2005-06 | 10,856 | 5.82% |

Source: District reported data from Core Data Screen 11 and census data - 2003 population estimates

Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

| Educational Environments | 2006-2007 | | 2007-2008 | |
|--|-----------|---------|-----------|---------|
| | # | % | # | % |
| In the regular early childhood program at least 80% | 5,165 | 47.50% | 5,447 | 48.14% |
| In the regular early childhood program 40-79% | 1,375 | 12.65% | 1,407 | 12.43% |
| In the regular early childhood program less than 40% | 332 | 3.05% | 454 | 4.01% |
| Separate Class | 2,779 | 25.56% | 2,629 | 23.23% |
| Separate School | 198 | 1.82% | 200 | 1.77% |
| Residential Facility | 4 | 0.04% | 2 | 0.02% |
| Home | 158 | 1.45% | 175 | 1.55% |
| Service Provider location | 862 | 7.93% | 1001 | 8.85% |
| Total Early Childhood | 10,873 | 100.00% | 11,315 | 100.00% |

Source: District reported data from Core Data Screen 11

Percentage = Educational Environment / Total Educational Environment

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required develop and implement an IEP by the third birthday.

The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

| Reporting Year | Number referred | IEPs developed within acceptable timelines | Percent developed within acceptable timelines* |
|----------------|-----------------|--|--|
| 2007-08 | 229 | 223 | 97.38% |
| 2006-07 | 160 | 149 | 93.13% |
| 2005-06 | 331 | 317 | 95.77% |

Source: Data are collected from districts in the year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state each year

* Pending finalization of the Special Education Compliance review

Early Childhood Outcome Data (SPP 7)

Data will be included in this report beginning in the 2009-2010 school year.

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

| Disability Category | Total | PPPS | Total Excluding PPPS | Incidence Rate 2007-08 |
|------------------------------------|----------------|--------------|-------------------------|---------------------------|
| Mental Retardation | 11,221 | 24 | 11,197 | 1.25% |
| Emotional Disturbance | 7,872 | 31 | 7,841 | 0.88% |
| Speech/Language Impairment | 35,890 | 1,330 | 34,560 | 3.86% |
| Orthopedic Impairment | 574 | 13 | 561 | 0.06% |
| Visual Impairment | 498 | 4 | 494 | 0.06% |
| Hearing Impairment | 1,292 | 26 | 1,266 | 0.14% |
| Specific Learning Disabilities | 44,076 | 662 | 43,414 | 4.85% |
| Other Health Impairment | 16,768 | 255 | 16,513 | 1.85% |
| Deaf/Blindness | 36 | 0 | 36 | 0.00% |
| Multiple Disabilities | 1,506 | 7 | 1,499 | 0.17% |
| Autism | 5,144 | 75 | 5,069 | 0.57% |
| Traumatic Brain Injury | 461 | 1 | 460 | 0.05% |
| Young Child w/ Developmental Delay | 1,659 | 54 | 1,605 | 0.18% |
| Total | 126,997 | 2,482 | 124,515 | 13.92% |

Source: District reported data on Core Data Screens 11 and 16. Child Count is as of December 1

Incidence rate = Total excluding PPPS / enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are removed from the general education classroom for special education services

| Placement Categories | 2005-2006 | | 2006-2007 | | 2007-2008 | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| | # | % | # | % | # | % |
| Inside Regular Class >79% (SPP 5a) | 74,574 | 56.33% | 74,759 | 57.23% | 74,149 | 58.39% |
| Inside Regular Class 40-79% | 35,794 | 27.04% | 34,713 | 26.58% | 32,876 | 25.89% |
| Inside Regular Class <40% (SPP 5b) | 14,727 | 11.12% | 13,726 | 10.51% | 12,692 | 9.99% |
| Private Separate (Day) Facility* | 944 | 0.71% | 987 | 0.76% | 895 | 0.70% |
| Public Separate (Day) Facility* | 1,905 | 1.44% | 1,863 | 1.43% | 1,821 | 1.43% |
| Homebound/Hospital* | 654 | 0.49% | 663 | 0.51% | 703 | 0.55% |
| Private Residential Facility* | 7 | 0.01% | 2 | 0.00% | 5 | 0.00% |
| Correctional Facility | NA | N/A | 142 | 0.11% | 169 | 0.13% |
| Parentally Placed Private School | 2,540 | 1.92% | 2,569 | 1.97% | 2,482 | 1.95% |
| State Operated Separate School^ | 1,234 | 0.93% | 1,198 | 0.92% | 1,205 | 0.95% |
| Total School Age | 132,379 | 100.00% | 130,622 | 100.00% | 126,997 | 100.00% |
| Total of Separate Placements* (SPP 5c) | 4,744 | 3.58% | 4,713 | 3.61% | 4,629 | 3.64% |

Source: District reported data on Core Data Screen 11

*"Total Separate" includes: State Operated Separate School, Private/Public Separate Facilities; Homebound/Hospital and Private Residential Facilities

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories (special education data excludes PPPS students)

| | White % | Black % | Hispanic | Asian % | Indian % | Total % |
|----------------------------------|---------|---------|----------|---------|----------|---------|
| Total District Enrollment (K-12) | 76.19% | 17.97% | 3.63% | 1.76% | 0.44% | 100.00% |
| Total IEP Child Count (3-21) | 76.08% | 20.24% | 2.36% | 0.86% | 0.45% | 100.00% |
| Mental Retardation | 65.12% | 31.26% | 2.30% | 0.85% | 0.46% | 100.00% |
| Emotional Disturbance | 65.22% | 32.38% | 1.40% | 0.33% | 0.66% | 100.00% |
| Speech/Language Impairment | 82.09% | 13.97% | 2.47% | 1.10% | 0.36% | 100.00% |
| Specific Learning Disability | 72.61% | 23.77% | 2.59% | 0.54% | 0.49% | 100.00% |
| Other Health Impairment | 81.10% | 16.51% | 1.41% | 0.42% | 0.56% | 100.00% |
| Autism | 80.39% | 15.32% | 1.98% | 1.97% | 0.34% | 100.00% |

Source: District reported data on Core Data Screens 11 and 16

Student Assessment Data

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3b and 3c)

The following table indicates statewide assessment results for students with disabilities

| Grade | Accountable | Participation Rate (SPP 3b) | Proficient or Advanced Percent (SPP 3c) | Accountable | Participation Rate (SPP 3b) | Proficient or Advanced Percent (SPP 3c) |
|------------------------------------|---------------------------|--------------------------------|---|--------------------|--------------------------------|---|
| 2007-08 - IEP MAP and MAP-A | | | | | | |
| | Communication Arts | | | Mathematics | | |
| 3 | 10,518 | 99.86% | 25.80% | 10,519 | 99.80% | 30.20% |
| 4 | 10,461 | 99.84% | 23.80% | 10,462 | 99.83% | 27.70% |
| 5 | 9,898 | 99.88% | 23.30% | 9,903 | 99.82% | 23.90% |
| 6 | 9,473 | 99.65% | 17.90% | 9,468 | 99.61% | 23.10% |
| 7 | 9,310 | 99.76% | 15.90% | 9,303 | 99.65% | 20.50% |
| 8 | 9,061 | 99.39% | 14.10% | 9,057 | 99.39% | 16.00% |
| 11 | 7,705 | 98.90% | 8.60% | 9,044 | 98.78% | 14.80% |
| 3-5 | 30,877 | 99.86% | 24.30% | 30,884 | 99.82% | 27.37% |
| 6-8 | 27,844 | 99.60% | 16.02% | 27,828 | 99.55% | 19.91% |
| All | 66,426 | 99.64% | 19.03% | 67,756 | 99.57% | 22.64% |
| 2006-07 - IEP MAP and MAP-A | | | | | | |
| | Communication Arts | | | Mathematics | | |
| 3 | 10,931 | 97.57% | 24.40% | 10,932 | 99.11% | 29.60% |
| 4 | 10,576 | 98.51% | 23.60% | 10,578 | 99.22% | 27.00% |
| 5 | 10,307 | 98.55% | 20.80% | 10,301 | 99.17% | 23.90% |
| 6 | 9,988 | 98.03% | 16.20% | 9,959 | 98.82% | 20.60% |
| 7 | 9,734 | 96.12% | 14.10% | 9,738 | 98.36% | 17.40% |
| 8 | 10,330 | 97.26% | 11.30% | 10,307 | 98.24% | 14.20% |
| 11 | 7,745 | 94.51% | 9.80% | 9,250 | 97.51% | 11.50% |
| 3-5 | 31,814 | 98.20% | 22.98% | 31,811 | 99.17% | 26.88% |
| 6-8 | 30,052 | 97.14% | 13.86% | 30,004 | 98.47% | 17.37% |
| All | 69,611 | 97.33% | 17.63% | 71,065 | 98.66% | 20.89% |
| 2005-06 - IEP MAP and MAP-A | | | | | | |
| | Communication Arts | | | Mathematics | | |
| 3 | 10,711 | 96.86% | 23.30% | 10,704 | 99.07% | 28.90% |
| 4 | 10,773 | 97.74% | 21.80% | 10,762 | 99.09% | 25.30% |
| 5 | 10,558 | 97.72% | 18.60% | 10,576 | 99.02% | 20.80% |
| 6 | 10,162 | 96.49% | 14.50% | 10,169 | 98.13% | 17.70% |
| 7 | 10,759 | 94.69% | 12.10% | 10,731 | 97.76% | 14.10% |
| 8 | 10,776 | 96.13% | 10.90% | 10,781 | 97.75% | 13.00% |
| 11 | 7,602 | 93.11% | 10.10% | 9,334 | 97.02% | 10.40% |
| 3-5 | 32,042 | 97.44% | 21.25% | 32,042 | 99.06% | 25.02% |
| 6-8 | 31,697 | 95.76% | 12.48% | 31,681 | 97.88% | 14.90% |
| All | 71,341 | 96.23% | 16.22% | 73,057 | 98.28% | 18.80% |

Source: MAP Assessment - includes MAP and MAP-A results

Participation Rate = Reportable / Accountable

Proficient or Advanced Percent = (Number of Proficient + Number of Advanced) / Reportable

Evaluation, Parent Involvement and Suspension/Expulsion Data

District Adequate Yearly Progress (AYP) for Students with Disabilities (SPP 3a)

Student assessment data is evaluated for AYP purposes for a specific subgroups of students, one of which is students with disabilities. For district AYP status, refer to School Data and Statistics website: <http://www.dese.mo.gov/schooldata/>

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

| Reporting Year | Number evaluated | Number within acceptable timelines | Percent within acceptable timelines* |
|----------------|------------------|------------------------------------|--------------------------------------|
| 2007-08 | 4,298 | 4,149 | 96.53% |
| 2006-07 | 1,994 | 1,869 | 93.73% |
| 2005-06 | 4,107 | 3,891 | 94.74% |

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year
Statewide reporting includes approximately 1/5 of all school districts in the state

* Pending finalization of the Special Education Compliance review

Parent Survey Data (SPP 8)

Parents are asked about their level of involvement with their children's education on the MSIP Parent Survey.

The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities

| Reporting Year | Total Responses | Number Agree/ Strongly Agree | % Agree/ Strongly Agree |
|----------------|-----------------|------------------------------|-------------------------|
| 2007-08 | 5,917 | 4,271 | 72.18% |
| 2006-07 | 6,426 | 4,461 | 69.42% |

Source: MSIP Parent Advance Questionnaire

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year
Statewide reporting includes approximately 1/5 of all school districts in the state

Suspension/Expulsion Data (SPP 4a)

| School Year 2007-2008 | State | | | | |
|--------------------------|---------------|-----------------------|------------------|-----------------------|----------------------------|
| | Students IEP | | Students NonIEP | | Ratio of IEP : NonIEP rate |
| | # | Rate per 100 students | # | Rate per 100 students | |
| OSS - All | 15,625 | 12.5 | 52,212 | 6.8 | 1.85 |
| OSS > 10 Days | 4,706 | 3.8 | 14,197 | 1.8 | 2.05 |
| ISS - All | 18,865 | 15.2 | 80,443 | 10.4 | 1.45 |
| ISS > 10 Days | 4,055 | 3.3 | 12,820 | 1.7 | 1.96 |
| Total OSS and ISS | 34,490 | 27.7 | 132,655 | 17.2 | 1.61 |
| | Incidents IEP | | Incidents nonIEP | | Ratio of IEP : NonIEP rate |
| | # | Rate per 100 students | # | Rate per 100 students | |
| | # | Rate per 100 students | # | Rate per 100 students | |
| OSS - All | 31,501 | 25.3 | 93,966 | 12.2 | 2.07 |
| OSS > 10 Days | 5,036 | 4.0 | 15,025 | 2.0 | 2.07 |
| ISS - All | 49,413 | 39.7 | 191,590 | 24.9 | 1.60 |
| ISS > 10 Days | 4,340 | 3.5 | 13,538 | 1.8 | 1.98 |
| Total OSS and ISS | 80,914 | 65.0 | 285,556 | 37.1 | 1.75 |

Source: District reported data on Core Data Screens 9, 11 and 16

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1,2)

The following table indicates the numbers and percents of students with disabilities who graduate or drop out from school

| | 2005-06 | 2006-07 | 2007-08 | 2007-08* |
|--|---------|---------|---------|----------|
| Graduation data (SPP 1) | | | | |
| Number of students with disabilities who graduated | 6,493 | 6,732 | 6,621 | 6,621 |
| Graduation rate for students with disabilities | 74.05% | 75.62% | 76.66% | 73.37% |
| Dropout data (SPP 2) | | | | |
| Number of students with disabilities ages 14 - 21 | 46,954 | 46,560 | 45,261 | 45,816 |
| Number of students with disabilities who dropped out | 2,275 | 2,170 | 2,016 | 2,403 |
| Dropout rate for students with disabilities | 4.85% | 4.66% | 4.45% | 5.24% |

Source: District reported data on Core Data Screens 12 and 11

Graduation rate = Graduates / (Graduates + Dropouts) x 100

Dropout rate = Dropouts / 14-21 Child Count x 100

For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

*Totals include data reported by Dept of Corrections. Data reported by DOC are excluded from the other totals

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

| Reporting Year | Total Reviewed | Number Met | Percent Met* |
|----------------|----------------|------------|--------------|
| 2007-08 | 537 | 443 | 82.50% |
| 2006-07 | 504 | 372 | 73.81% |
| 2005-06 | 460 | 216 | 46.96% |

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

* Pending finalization of the Special Education Compliance review

Follow-up on Previous Year's Graduates (IEP) (SPP 14)

Districts are required to follow-up with all graduates six months after graduation. The following table indicates the district-reported data.

| | 2006 Graduates | | 2007 Graduates | |
|---------------------------------------|----------------|---------|----------------|---------|
| | # | % | # | % |
| 4 - Year College | 753 | 11.60% | 810 | 12.03% |
| 2 - Year College | 1,581 | 24.35% | 1,661 | 24.67% |
| Non - College | 428 | 6.59% | 366 | 5.44% |
| Military | 197 | 3.03% | 195 | 2.90% |
| Employment | 2,291 | 35.28% | 2,351 | 34.92% |
| Other | 496 | 7.64% | 516 | 7.66% |
| Unknown | 501 | 7.72% | 589 | 8.75% |
| Total Employed / Continuing Education | 5,250 | 80.86% | 5,383 | 79.96% |
| Total Follow-up | 6,247 | 96.21% | 6,488 | 96.38% |
| Not reported | 246 | 3.79% | 244 | 3.62% |
| Total Graduates | 6,493 | 100.00% | 6,732 | 100.00% |

Source: District reported data on Core Data Screen 08

Total Employed & Continuing Education = Sum of (4-year and 2-year college, non-college, military and employment) / graduates